**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: June 27, 2012  6 Day Lesson |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task: #2 Designing a Survey** | | |
| **Essential Question(s): What are the character traits of friendship?**  **What are the elements and key details of a story?**  **How can use character traits to write an opinion about a character?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Vocabulary Cards**  **Graphic Organizer**  **Read Aloud:**  **Horton Hatches the Egg by Dr. Seuss**  **Best Friends by Stephen Kellogg**  **Best Friends for Frances by Russell Hoban**  **Franklin is Bossy by Paulette and Claude Bourgois**  **Chrysanthemum by Kevin Henkes**  **Story Structure Matrix**  **Charts**  **Friends Survey**  **Writing Paper, Tablets and White Boards** | | | | **Loyalty**  **Kindness**  **Generosity**  **Honesty**  **Trustworthy**  **Retell**  **Main Idea**  **Character**  **Setting**  **Problem**  **Solution**  **Opinion**  **Sentence**  **Declarative Sentence**  **Period**  **Capital Letter** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards:**  **RL.1.1 Ask and answer questions about key details in the test.**  **RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**  **RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**  **RL.7 Use the illustrations and details in a story to describe its characters, settings, and events.**  **RI.1.1 Ask and answer questions about key details in the text.**  **RI.1.2 Identify the main topic and retell key details of the text.**  **RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.**  **I Can Statement(s):**  **I can identify character traits of a good friend.**  **I can ask and answer questions about key details in the text.**  **I can retell stories, including key details, and demonstrate understanding of their central message or lesson.**  **I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**  **I can use the illustrations and details in a story to describe its characters, settings, and events.**  **I can identify the main topic and retell key details of the text.**  **I can ask and answer to help determine or clarify the meaning of words and phrases in the text.**  **Instructional Plan: Days 1-6**  **The teacher will read from the book list, a book about friendship to students. Teacher will introduce the Story Structure Matrix which includes the key elements. Students will discuss the key elements of each story. Students will identify and discuss traits of the characters in the story. Students and teacher will discuss and begin the Story Structure Matrix for each story.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Writing**  **Standards:**  **W.1.1 Write opinion pieces in which the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**  **W.1.3 Write narratives in which they recount two or more appropriately sequenced event, include some details regarding what happened, use temporary words to signal event order and provide some sense of closure.**  **W.1.8 With guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**  **I Can Statement(s):**  **I can gather information from selected readings to design a Friends Survey and complete the Story Structure Matrix.**  **I can write opinion pieces in which the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**  **I can write narratives in which they recount two or more appropriately sequenced event, include some details regarding what happened, use temporary words to signal event order and provide some sense of closure.**  **I can with guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**  **Instructional Plan: Days 1-3**  **Working with teacher and classmates students will review the Story Structure Matrix. Students will retell key story elements, and with assistance from the teacher complete the Story Structure Matrix.**  **Days 4-6**  **Teacher will introduce a Friends Survey. Working with teacher and classmates students will discuss the Friends Survey. Students will work with the teacher and partners to design a Friends Survey.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Word Study**  **Standards:**  **L.1.1 Demonstrate command of the conventions of standard English Grammar when writing or speaking.**  **j. Produce and expand complete simple declarative sentences in response to prompts.**  **L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based upon grade one reading and content choosing flexibly from an array of strategies.**  **a. Use sentence-level context as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**  **I can understand the meaning of task vocabulary.**  **I can demonstrate command of the conventions of standard English Grammar when writing or speaking.**  **j. Produce and expand complete simple declarative sentences in response to prompts.**  **I can determine or clarify the meaning of unknown and multiple meaning words and phrases based upon grade one reading and content choosing flexibly from an array of strategies.**   1. **I can use sentence-level context as a clue to the meaning of a word or phrase.**   **Instructional Plan:**  **Teacher will introduce appropriate vocabulary daily. Using vocabulary word cards, students will play Concentration as they see and identify words and their meaning with a partner. Students will write the vocabulary words in a vocabulary notebook and illustrate if possible. Words will be put on the ELA Word Wall.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Speaking & Listening**  **Standards:**  **SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on other’s talk and conversations by responding to the comments of others through multiple exchanges.** 3. **Ask questions to clear up any confusion about the topics and texts under discussion.**   **SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**  **SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**  **SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**  **I Can Statement(s):**  **I can listen to information and ideas of others as well as share my ideas with others.**  **I can participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**   1. **I can follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **I can build on other’s talk and conversations by responding to the comments of others through multiple exchanges.** 3. **Ask questions to clear up any confusion about the topics and texts under discussion.**   **I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.**  **I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**  **I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**  **Instructional Plan: Days 1-5**  **Teacher will read from book list daily. In cooperative groups, students will discuss key elements of story as well as retell story including setting, characters, character traits, problem, solution and main idea.**  **Day 6**  **Teacher and students will collaborate to conduct the Friends Survey.** | | | | |
| **Closing/Summarizing Strategy** | **After designing and administering the Friends Survey, students will tally the results. Students and teacher will discuss results and create a graph reflecting the survey.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will select a character from one of the stories and write in details about his/her character traits.** | | **Students will work with a volunteer to identify character traits.** | | | **Partners will select a character from one of the stories and talk about what they like or dislike about that character.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Students will choose a partner illustrate a picture of each other and write two sentences describing their partner’s character traits.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*